Enclosure 3a

August 30, 2016

PARCC 2016

PARTICIPATION RATES IMPROVE, ACHIEVEMENT LEVELS RISE

Rhode Island's Assessment Results

Spring 2016 Administration

August 30, 2016

Keep in mind…Some key points about PARCC results:

- ✓ Although statewide participation increased, school-level results may have been affected differently based on local student participation and effort
- ✓ The transition to computer-delivered assessment continues for schools and students
- ✓ Results provide a benchmark measure of student achievement and can inform next steps in teaching and learning

Statewide participation rates increased to 96 percent

- Rhode Island met the federal (95%) participation-rate requirement, with 96% of students tested statewide in both English Language Arts/Literacy and mathematics.
  - Several districts did not meet the federal requirement in one or both tests:
    - Range: 71% to 94%
  - Several schools did not meet the federal requirement in one of both tests:
    - Range: 52% to 94%
- 81% of students statewide took the assessments on a computer.

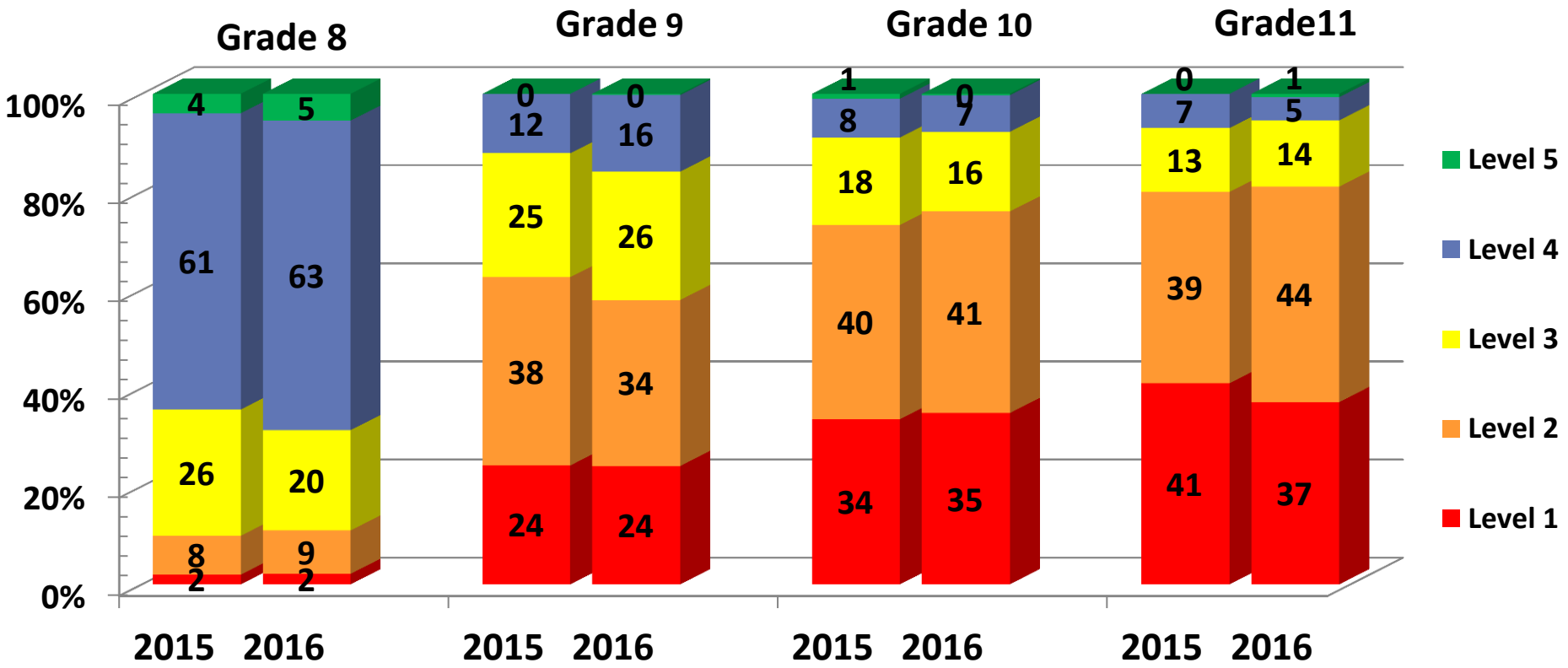
Statewide math results improved by 5 percentage points; ELA results improved by 2 percentage points

- Mathematics: Five percentage-point increase in the number of students who meet or exceed expectations
- English Language Arts/Literacy: Two percentage-point increase in the number of students who meet or exceed expectations
- Students in each subgroup made gains, with the exception of students with disabilities.

Statewide mathematics achievement improved at all grade levels

2016 # Enrolled	2016 %Tested	2016 % L1	2016 % L2	2016 % L3	2016 % L4	2016 % L5	2016 % L4 + L5	Difference: 2015 to 2016 % L4+L5
All Grades Combined (83,738)	96	16.3	26.1	28.0	26.6	3.0	29.6	+5
Grade 3 (10,952)	98	12.5	17.8	26.0	35.6	8.1	43.8	+7
Grade 4 (10,844)	98	12.9	24.9	27.2	32.8	2.2	35.0	+8
Grade 5 (10,715)	98	12.8	24.5	28.9	29.7	4.1	33.8	+7
Grade 6 (10,899)	97	15.4	25.2	30.4	26.6	2.5	29.0	+3
Grade 7 (10,733)	95	13.7	25.9	32.7	24.9	2.7	27.6	+2
Grade 8 (8,136)	95	31.8	27.7	24.7	15.4	0.4	15.7	+4
Algebra I (11,649)	95	19.6	28.3	24.0	26.5	1.6	28.1	+3
Geometry (9,797)	93	15.2	36.7	29.6	17.0	1.5	18.6	+5

Algebra I achievement improved for students who took the test while enrolled in Grades 8 or 9



NOTE: Due to rounding, performance levels for each grade may not add up to 100%.

Statewide ELA achievement improved in five of the eight tested grade levels

2016 # Enrolled	2016 % Tested	2016 % L1	2016 % L2	2016 % L3	2016 % L4	2016 % L5	2016 % L4 + L5	Difference: 2015 to 2016 % L4+L5
All Grades Combined (85,282)	96	17.5	18.8	25.7	31.8	6.2	37.9	+2
Grade 3 (10,846)	98	18.1	18.1	24.1	36.1	3.5	39.6	+2
Grade 4 (10,725)	98	12.8	17.5	28.9	34.5	6.2	40.7	+3
Grade 5 (10,594)	98	10.6	19.3	28.6	38.8	2.6	41.5	+4
Grade 6 (10,794)	97	12.2	20.4	30.6	32.4	4.4	36.8	+2
Grade 7 (10,652)	95	15.9	19.7	26.0	28.2	10.2	38.4	0
Grade 8 (10,769)	96	17.1	18.3	23.9	33.4	7.4	40.8	+6
Grade 9 (10,893)	94	22.1	20.6	24.0	26.6	6.6	33.2	0
Grade 10 (10,005)	92	33.5	16.6	18.5	22.6	8.9	31.4	0

New report for 2016: Results by district type

- We are reintroducing PARCC report that shows results by district type: state, urban, urban ring, suburban, charter, and state school.

- Urban LEAs are Central Falls, Pawtucket, Providence, and Woonsocket.

- Urban Ring LEAs and Cranston, East Providence, Johnston, Newport, North Providence, Warwick, and West Warwick.

In mathematics, suburban schools scored 14 percentage points above the state average; urban schools scored 15 percentage points below the state average

Grades 3-8, Algebra I, and Geometry	Number of Students Participating	Percent Meets or Exceeds Expectations
Statewide	83,738	30%
Urban	25,165	15%
Urban Ring	21,999	26%
Suburban	32,281	44%
Charters*	3,255	29%
State Schools	1,038	5%

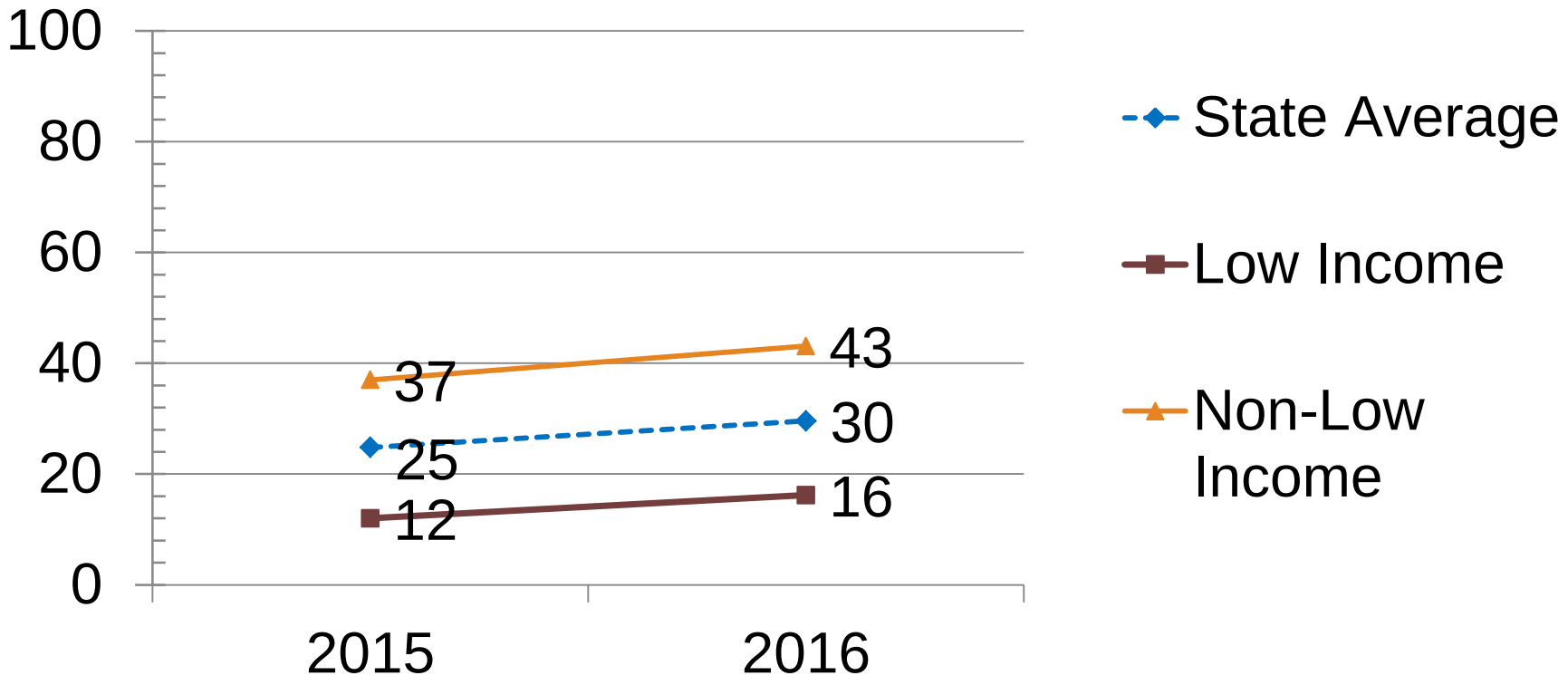
*Charter schools are located in various geographic regions

In ELA, suburban schools scored 13 percentage points above the state average; urban schools scored 18 percentage points below the state average

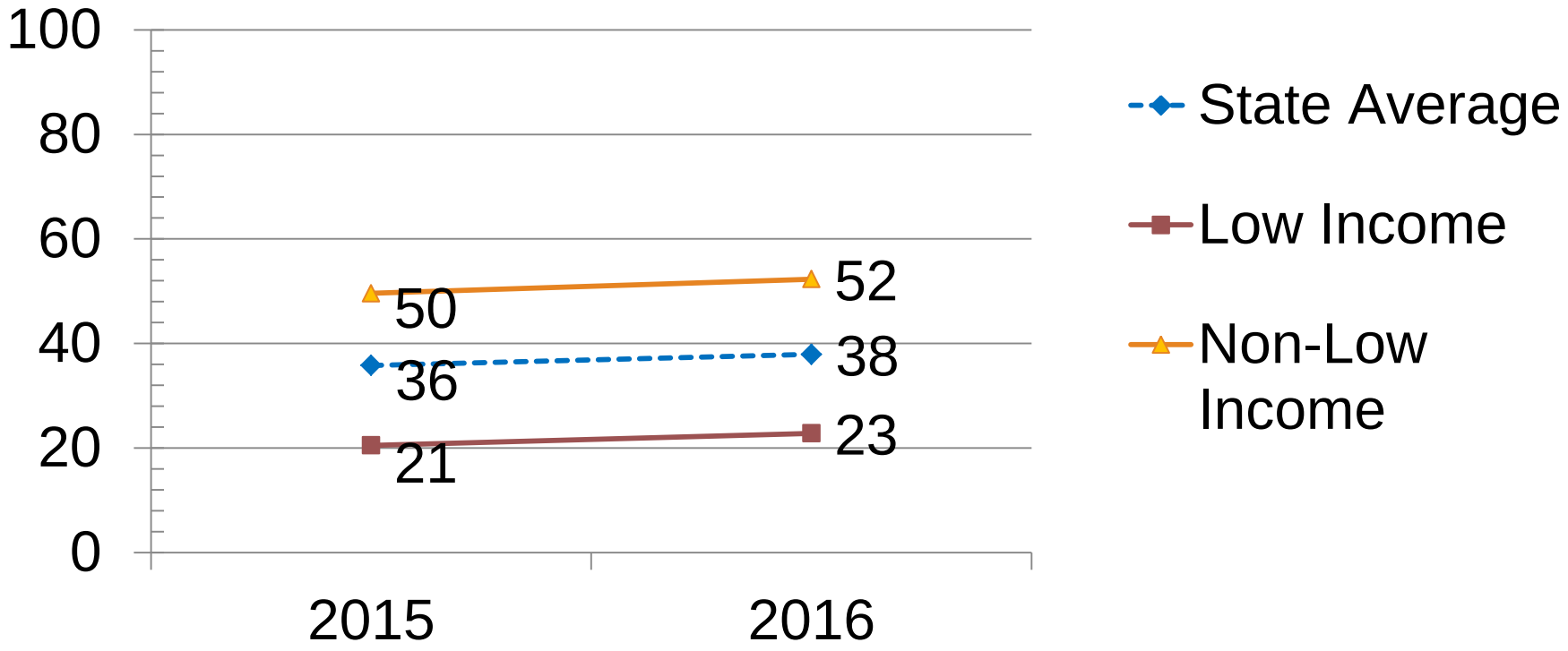
Grades 3-10	Number of Students Participating	Percent Meets or Exceeds Expectations
Statewide	85,282	38%
Urban	24,342	20%
Urban Ring	22,475	37%
Suburban	34,010	51%
Charters*	3,377	41%
State Schools	1,078	21%

*Charter schools are located in various geographic regions

The opportunity gap continues in mathematics; low-income students scored 14 percentage points below the state average



The opportunity gap continues in ELA; low-income students scored 15 percentage points below the state average



25 percent of districts made significant gains in ELA; 37 percent made significant gains in math

	ELA	Mathematics
Percentage with **Significant Gains**	**25%** (n=14)	**37%** (n=21)
Percentage with No Significant Differences	**74%** (n=42)	**63%** (n=36)
Percentage with **Significant Decreases**	**<2%** (n=1)	**0%** (n=0)

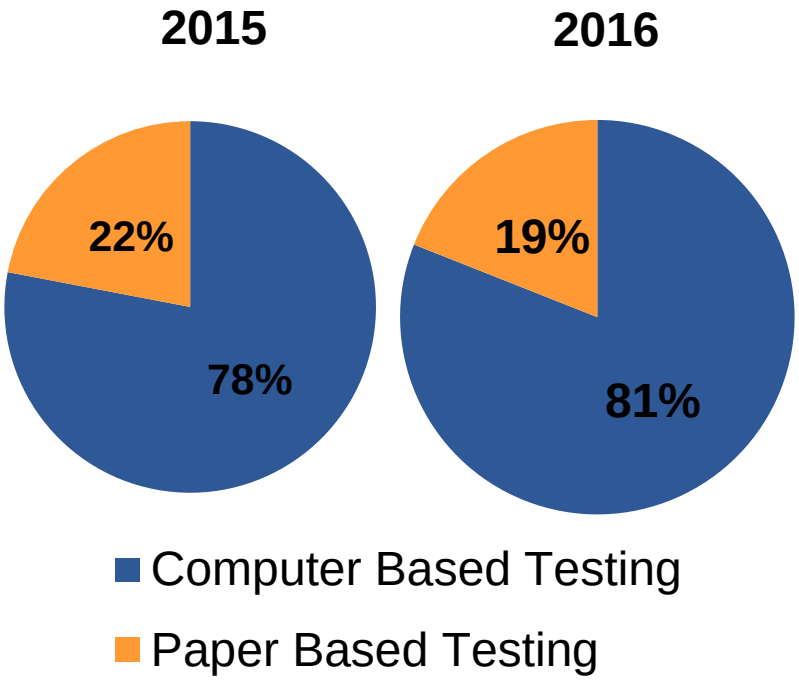
Note: Due to rounding, total percentages may not add up to 100% for each test..
New schools are included with no significant difference

13 percent of schools made significant gains in ELA; 20 percent made significant gains in math

	ELA	Mathematics
Percentage with **Significant Gains**	**13%** (n=37)	**20%** (n=57)
Percentage with No Significant Differences	**83%** (238)	**80%** (n=230)
Percentage with **Significant Decreases**	**5%** (n=13)	**<1%** (n=1)

Note: Due to rounding, total percentages may not add up to 100% for each test. New schools are included with no significant difference

Paper or computer?: Results in ELA, math were 2 percentage points *higher online*



ELA Percent Meets or Exceeds Expectations

	2015	2016
Computer	34	38
Paper	42	36

Math Percent Meets or Exceeds Expectations

	2015	2016
Computer	24	30
Paper	27	28

Although results improved, we must continue to focus on teaching and learning for all students, communities

- Districts and schools helped students and families understand the importance of participating in state assessments.
- Although results are heading in the right direction, it is too early to determine trends.
- School-level results may have been affected differently, based on student participation and the transition to computer-based testing.
- Opportunity gaps remain and require sustained attention.
- We must continue to focus on teaching and learning for all students in all communities.